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| <b>Policy Title:</b>                     | <b>PSHCE Policy<sup>1</sup></b><br>(Personal, Social, Health and Citizenship Education) and the obligatory RSE (Relationships and Sex Education).  |
| <b>Policy Reference:</b>                 | <b>TOA037</b>  |
| <b>Description:</b>                      | <b>See below</b>   |
| <b>Status:</b>                           | <b>Statutory</b>   |
| <b>Category:</b>                         | <b>Student</b>   |
| <b>Contact:</b>                          | Produced by Liam Morgan in collaboration with TOA staff, pupils and parents <sup>2</sup> . Drawing upon national guidance (DfE, PSHE association) and local expertise (Diocese of Oxford)<br><br><b>Tel No: 01865 774311</b> |
| <b>Version:</b>                          | <b>V2.00</b>   |
| <b>Adopted by the Governing Body on:</b> | <b>10 July 2020</b>  |
| <b>Date for Review:</b>                  | <b>June 2022</b>   |

<sup>1</sup> NB: “Schools do not have to have a policy for Health Education, or for broader PSHE education, but we would recommend having a PSHE policy that includes (or links to) your RSE policy and includes specific information on Health Education” *PSHE association guidance June 2020*. TOA have decided to include RSE, Health Education and PSHE all encompassed with our PSHCE policy

<sup>2</sup> DfE: ‘Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school’s approach help increase confidence in the curriculum.’ Note that at time of writing the planned opportunities were consultation were significantly curtailed due to Covid-19, as outlined below

## **Change Record**

| <b>Version</b> | <b>Date</b>  | <b>Description</b>                |
|----------------|--------------|-----------------------------------|
| 1.1            | 30.6.10      | Updated as part of review process |
| 1.2            | 10.3.14      | Updated as part of review process |
| 1.3            | May 2015     | Updated contact details           |
| 2.00           | 10 July 2020 | Rewritten                         |

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## **1. Policy context and rationale**

This policy covers The Oxford Academy's (hereby TOA) approach to PSHCE (Personal, Social, Health and Citizenship Education) and the obligatory RSE (Relationships and Sex Education). It was produced by Liam Morgan, PSHCE lead, through consultation with colleagues, students, parents and the Interim Academy Board with the aim of reflecting the needs of our local community. Consultation took the form of a pupil wide survey known as the OPS (Oxfordshire Pupil Survey). Due to school lockdown further consultation with pupils and parents face to face was necessarily curtailed, however key needs identified have been maintaining safety in school and in the community, and mental health and wellbeing due to the continued impact of Covid-19. Parents will be given the opportunity to engage in this process through discussion at the parent forum in the Autumn term and will receive information detailing the changes to PSHCE in September 2020. Staff will also be able to view the policy and invited to engage in feedback throughout the course of the next academic year.

It will be reviewed before June 2022 by the IAB and/or TOA governing body.

## **2. Policy availability**

Parents and carers will be informed about the policy via email at the start of the academic year and clearly shown its location on TOA's website. If you require this policy in a different format please contact Jeanette Booth, PA to the Headteacher.

## **3. Policy aims and objectives**

TOA's overall aims are for pupils to understand what it means to live happy, balanced and successful lives and for the PSHCE programme to develop this throughout pupils' time with us. TOA's ethos is one built around the Christian values of care, kindness and tolerance. Our PSHCE programme aims to teach pupils how to be healthy, respectful, safe and tolerant citizens. A more complete picture of what pupils will learn is available on request.

## **4. Creating a safe and supportive learning environment**

4a) Because PSHCE education works within pupils' real life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all (adults and children) are important elements of creating this. In the course of PSHCE education lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. It is important to note that this links explicitly to the school's safeguarding/child protection policy and that staff will be expected to follow clear safeguarding procedure as they would in any other context in school.

We will create a safe and supportive learning environment by encouraging discussion-based lessons but within the confines of the classroom and always led by the classroom teacher. We will ensure that where pupils indicate that they may be vulnerable and at risk,

they will get appropriate support by explicit safeguarding procedures being followed and reviewed by the Designated Safeguarding Lead, Mr Poole (Deputy Head). This policy is therefore clearly informed by the school's safeguarding/child protection policy.

4b) From September 2020 all schools are required to teach RSE (Relationships and Sex Education). It is important to note that TOA will be teaching this in an age appropriate methodology, sticking closely to national and subject body guidance as well as locally recommended best practice. "Relationship" education has always been taught in schools, and does not just cover sexual relations but many other relationships such as friendships, bullying and the idea of 'professional relationships'. TOA will stick to a 'thematic' approach, focussing on three key themes and developing them as pupils progress through school:

- Health and Wellbeing
- Living in the Wider World
- Relationships

'Relationships' will be taught in term 3 and 5 of each year group, with **compulsory 'sex education' being covered in term 5 of year 9 only**. The lessons are taught fortnightly, in most cases by pupils' head of year. If their head of year does not teach them we have ensured that an experienced teacher is timetabled to teach the lessons to reflect the importance of PSHCE at TOA.

**The subject will be taught in line with our inclusive and caring values.** The school's values are of a Christian nature but we will ensure that pupils from families of all faiths and none will all have equal opportunities to learn and engage and that teachers are sensitive to this including specific special educational needs. This fulfils our statutory requirements in the Equality Act (2010). **The subject is monitored in the same way that other lessons are and** is treated exactly the same as a 'normal' lesson with normal TOA expectations.

**It is important that we make the rights of parents / carers explicitly clear:**

Parents MAY NOT have the right to remove pupils from PSHCE lessons. ALL PSHCE lessons are mandatory for all pupils.

However, parents / carers are entitled to request that their child does not attend specific **sex education** lessons. We have identified term 5 of year 9 where a very small number of parents may wish to exercise this right. If you wish to withdraw your child from Year 9 term 5's sex education lessons then we ask that you write a letter addressed to the Headteacher and attend a short meeting to discuss it; we will then provide appropriate alternate provision.

NB: We envision that the vast majority of parents will not feel the need to exercise this right and agree with us that sex education, taught appropriately and sensitively, is an important (and indeed obligatory) part of the PSHCE curriculum.

For more information please refer to the Department of Education white paper: Relationships Education, Relationships and Sex Education (RSE) and Health Education (February 2019)

## **5. Entitlement and Equality of Opportunity**

At TOA we promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance in line with our broadly Christian values of kindness and tolerance PSHCE is an integral part of teaching pupils how to behave with respect and treat others with dignity and kindness. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children, including those with English as a second language. Teachers will ensure that all pupils can fully access PSHE provision by supporting SEND pupils and working closely with the Inclusion department, including working closely with TAs and other adults in the classroom. TOA strongly supports diversity and inclusion – we expect our pupils to consider others’ needs by treating others as they themselves would wish and expect to be treated and to show kindness to people.

## **6. Intended outcomes**

Pupils will actively engage in our PSHCE programme and be expected to contribute and develop their own thoughts and ideas not just passively receive information. In doing so they will have the opportunity, in a safe learning environment and with the relevant factual knowledge, to clarify their own values, rehearse and develop enquiry and hone interpersonal skills. This will offer all pupils a greater understanding of the world around them and how they can contribute positively in terms of a successful career and live fulfilled and healthy lives.

## **7. Teaching and Learning**

Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHCE education. Often this prior learning is more complex than we assume. Where possible, any new topic in PSHCE education should start by determining pupils’ prior knowledge. (This will also enable teachers to make more effective judgements about pupils’ development and progression in learning). Research shows that attempts to scare or shock young people into making a healthy choice rarely work, and can indeed ‘backfire’ by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the ‘odd ones out’ if they do not do the same. It is important that they are reassured that the majority of young people actually make positive, healthy lifestyle choices. It is important that pupils are helped to make connections between the learning they receive in PSHCE education and their current and future ‘real life’ experiences, known as the skill of critical reflection. We will determine pupils’ prior knowledge/starting points by discussing in depth new topics when we begin to teach them, often combined with low stakes ‘knowledge quizzes’ (known in TOA as daily reviews) so that the teacher can gain a precise insight into prior knowledge.

The programme will be taught through a range of teaching methods, but aligned to the TOA teaching framework. Trusting relations between teacher and pupils are encouraged so that discussion and sharing of ideas can be more profitable. We will ensure that sessions, including those on risky behaviours, remain positive in tone by setting up clear ground rules at the start and reinforcing these throughout. We will help pupils make connections between their learning and 'real life' behaviours by sharing pupils' real life experiences and clarifying facts and misunderstandings in a supportive way. We will make links to other areas of the curriculum by working closely with middle leaders in the development of the PSHCE curriculum, especially in Humanities, Science, Sociology and English. PSHCE will form a large part of TOA's wider PD (Personal Development) overview and so therefore be linked coherently to other tutorial activities, the assembly rota, the work in our SEND, Mental Health and Attendance teams as well as to other wider school community and national / global events.<sup>3</sup>

## **8. Agreed review date**

The PSHE policy should be reviewed at least every 18 months-2 years to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.

This policy will be reviewed by **June 2022**

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<sup>3</sup> Section 7 adapted from guidance in *PSHE Association: Writing an effective policy for your school*, June 2018, Page 5